

# Assessment Check List: Review 1

Name:

|                                | Criteria   | Yes | Some | No |
|--------------------------------|--|-----|------|----|
| <b>Themes</b>                  | The child can identify classroom objects.  |     |      |    |
|                                | The child can identify colors.   |     |      |    |
|                                | The child can identify family members.   |     |      |    |
|                                | The child can identify farm animals.   |     |      |    |
| <b>Key Language</b>            | The child can say the following words:<br><i>book, chair, crayon, table</i>  |     |      |    |
|                                | <i>blue, green, red, yellow</i>  |     |      |    |
|                                | <i>mom, dad, sister, brother</i>   |     |      |    |
|                                | <i>cow, duck, hen, horse</i>   |     |      |    |
|                                | The child can ask and answer these questions:<br><i>What is this? It's a (crayon).</i>                                 |     |      |    |
|                                | <i>What color is this? It's (blue).</i>  |     |      |    |
|                                | <i>Who is this? It's my (mom).</i>   |     |      |    |
|                                | <i>What is that? It's a (cow).</i>   |     |      |    |
| <b>Conversational Language</b> | The child can determine when to use the following language appropriately:<br><i>What's your name? I'm (Kate).</i>      |     |      |    |
|                                | <i>Here you are. Thank you.</i>  |     |      |    |
|                                | <i>I love my (mom). Me too.</i>  |     |      |    |
|                                | <i>Bye-bye. See you later.</i>   |     |      |    |
| <b>Related Subjects</b>        | The child can recognize and trace circles and rectangles.  |     |      |    |
|                                | The child can recognize different colors in nature.  |     |      |    |
|                                | The child can recognize family trees.  |     |      |    |
|                                | The child can count from 1 to 5 and trace the numbers.   |     |      |    |
| <b>Phonics</b>                 | The child can identify and sound out the following letters and say the related words:<br><i>Aa, Bb, Cc, Dd, Ee, Ff</i> |     |      |    |

# Assessment Check List: Review 2

Name:

|                                | Criteria   | Yes | Some | No |
|--------------------------------|--|-----|------|----|
| <b>Themes</b>                  | The child can identify the parts of a face.  |     |      |    |
|                                | The child can identify fruits.   |     |      |    |
|                                | The child can identify actions.  |     |      |    |
|                                | The child can identify toys.   |     |      |    |
| <b>Key Language</b>            | The child can say the following words:<br><i>nose, mouth, eyes, ears</i>   |     |      |    |
|                                | <i>apples, bananas, oranges, watermelons</i>   |     |      |    |
|                                | <i>clap, dance, jump, run</i>  |     |      |    |
|                                | <i>boat, bus, plane, train</i>   |     |      |    |
|                                | The child can ask and answer these questions:<br><i>What is this? It's a (mouth). What are these? They are (eyes).</i> |     |      |    |
|                                | <i>What do you see? I see (apples).</i>  |     |      |    |
|                                | <i>What can you do? I can (jump).</i>  |     |      |    |
| <b>Conversational Language</b> | <i>What do you have? I have a (plane).</i>   |     |      |    |
|                                | The child can determine when to use the following language appropriately:<br><i>Let's play. OK.</i>                    |     |      |    |
|                                | <i>How many (watermelons)? (Two) (watermelons).</i>  |     |      |    |
|                                | <i>Be careful. OK.</i>   |     |      |    |
|                                | <i>Let's share. Thank you.</i>   |     |      |    |
| <b>Related Subjects</b>        | The child can recognize different parts of animals' faces.   |     |      |    |
|                                | The child can recognize how mixing colors makes new ones.  |     |      |    |
|                                | The child can recognize animal movements.  |     |      |    |
|                                | The child can recognize the difference between big and small.  |     |      |    |
| <b>Phonics</b>                 | The child can identify and sound out the following letters and say the related words:<br><i>Gg, Hh, Jj, Kk, Ll</i>     |     |      |    |